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ICMEE Learning Packets: LEVEL 3 of English
Proficiency (K-12)

International Coalition for Multilingual
Education and Equity (ICMEE)

2020

2nd-3rd Grade: English Level 3, Learning Packet #2 • Theme: Careers

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2nd – 3rd grade • English Level 3

Learning Packet #2

Theme: Careers



International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Samantha Monter**
in collaboration with Tricia Gray and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

Math

MA 2.1.2.b Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.

MA 2.1.2.c Mentally add or subtract 10 or 100 to/from a given number 100-900.

MA 2.1.2.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

MA 2.1.2.e Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.

MA 2.2.3.a Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations

MA 3.2.1.b Interpret a multiplication equation as equal groups (e.g., interpret 4×6 as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.

MA 3.2.3.a Solve real-world problems involving two-step equations (involving two operations) involving whole numbers using addition and subtraction.

MA 2.2.3.b Create real-world problems to represent one- and two-step addition and subtraction within 100, with unknowns in all positions

English Language Arts

LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.

LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.

LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.

LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions

LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.

LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

Social Studies

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use

Art

FA 2.2.1.b Create artworks that express unique student interpretation.

Physical Education

PE.2.1.1 Performs locomotor skills in a variety of environments.

PE.2.2.1 Demonstrates knowledge of movement concepts in a variety of environments.

PE.3.1.1 Performs locomotor skills in a variety of environments.

PE.3.1.3 Performs manipulative skills in a variety of environments

Learning Packet #2

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, the academic classroom expanded into the home in new ways. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your child to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your child (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

Kinder-5th grade students will create a Buddy for their packets. This is the first activity in the packets and is intended to give children have someone to talk to about the work they are doing in the packet. We have included images of “buddies” to choose from. Choose a buddy, personalize it, and even name the buddy. Throughout the packet activities, students will be told to talk to their buddy or even to ask their buddy questions. With this buddy, students can work independently without needing your time and attention to be successful with the packet. However, we also encourage your student to talk with you or other family members as they are available. Further, your student could pick a stuffed animal or doll or something else as their buddy. They don’t have to use one of the buddies we offer, but they should plan for who their buddy will be each time they work on the packet. This might be something they will need your help understanding.

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In these packets, we have included the following activities:

- Students will have a chance to explore different careers in a community.
- Students will be reading different types of texts to learn more about careers. Types of text include: Interviews, biographies, and non-fiction texts.
- Students will be reading text and using text evidence to show understanding of a text.
- Students will be using different reading to help them complete writing and vocabulary activities.
- Students will have addition, subtraction and multiplication activities.
- Students will have different movement and art activities to learn more about careers.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Samantha Monter**
in collaboration with Tricia Gray and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de Kinder a 5to grado crearán un Amigo para su paquete. Esta es la primera actividad en el paquete y está destinada a ayudar a su estudiante a tener a alguien con quien hablar sobre el trabajo que está haciendo en el paquete. Hemos incluido imágenes de posibles "amigos" para que su estudiante puede elegir. Sugerimos que elijan un amigo, lo personalicen e inclusive le pongan un nombre. A lo largo de las actividades del paquete, se le pedirá a su estudiante que hable con su amigo o incluso que le haga preguntas. Con este compañero, su estudiante podrá trabajar de forma independiente sin necesidad de su tiempo y atención para tener éxito al trabajar en el paquete.

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Sin embargo, también alentamos a su estudiante a hablar con usted u otros miembros de la familia cuando estén disponibles. Además, su estudiante puede elegir un animal de peluche o muñeca o alguien más como su amigo. No tienen que usar uno de los amigos que ofrecemos, pero deben planificar quién será su amigo cada vez que trabajen en el paquete (uno de nuestros amigos, alguien en su familia / hogar, una muñeca que ya tienen, etc.). Esto podría ser algo en lo que necesitarán su ayuda para poder comprender.

En este paquete hemos incluido las siguientes actividades:

- Los estudiantes tendrán la oportunidad de explorar diferentes carreras en una comunidad.
- Los estudiantes leerán diferentes tipos de textos para aprender más sobre carreras. Los tipos de texto incluyen: entrevistas, biografías y textos de no ficción.
- Los estudiantes leerán textos y usarán evidencia textual para mostrar comprensión de un texto.
- Los estudiantes usarán diferentes lecturas para ayudarlos a completar actividades de escritura y vocabulario.
- Los estudiantes tendrán actividades de suma, resta y multiplicación.
- Los estudiantes tendrán diferentes movimientos y actividades artísticas para aprender más sobre carreras.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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Share your learning!

Share a picture of any of your work by using **#MultilingualProud** on social media.

We'd love to see what you've done with this packet!



My Plan for the Week

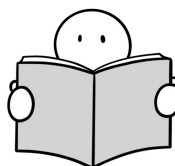
Choose activities from the different content areas to complete each day. You can choose one or two activities from different to do during the day. Below is a list of the activities in each content area.

Reading	Writing	Vocabulary
<ul style="list-style-type: none"> - Mini-book about Healthcare Workers - All About Teachers - Read the Interview - Meet the Assistant Principal 	<ul style="list-style-type: none"> - Compare a Doctor and Dentist - The Verbs of Careers - Find the Verbs - Create an Interview - Career Report - When I grow up 	<ul style="list-style-type: none"> - Dictionary of Career Words - Vocabulary Sentences
Brain Breaks		Math
<ul style="list-style-type: none"> - Career Charades - Roll a Brain Break 		<ul style="list-style-type: none"> - Crack the Code - How much Money? - Word Problems

Instructions Key



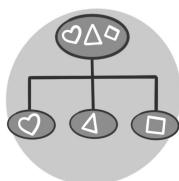
- Share with someone else
- Comparte con alguien más
- مشاركتها مع شخص آخر
- La wadaag qof
- Chia sẻ với ai đó



- Read
- Lee
- اقرأ
- Akhriso
- Đọc



- Write
- Escribe
- اكتب
- Qor
- Viết



- Sort
- Ordena
- رتب
- Kala sooc
- Lựa chọn



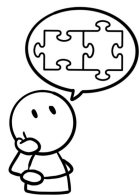
- Move your body
- Mueve tu cuerpo
- حرك جسمك
- Dhaqdhaqaaqa jirkaaga
- Di chuyển cơ thể của bạn



- Cut
- Corta
- قص الورقة
- Waraaqda jar
- Cắt giấy



- Read out loud
- Lee en voz alta
- قراءة بصوت عال
- Kor u aqri
- Đọc to



- Make a connection
- Hacer una conexión
- إجراء اتصال
- Xiriir samee
- Tạo kết nối

123

- Count
- Cuenta
- العدد
- Tiri
- đếm



- Draw
- Dibuja
- رسم
- Sawir
- Vẽ tranh



- Find
- Encuentra
- وجد
- Soo hel
- Tìm thấy



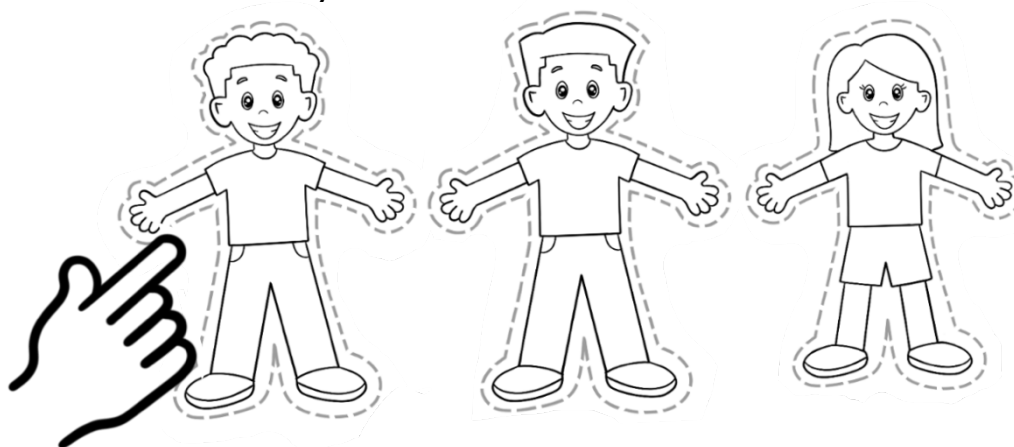
- Color
- Colorea
- لون
- Midab gudaha
- làm cho hoa mỹ



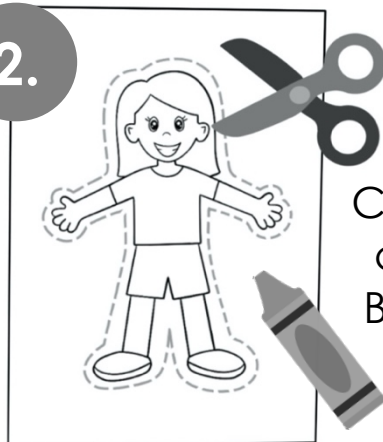
- Share with your Buddy
- Comparte con tu Buddy
- شارك مع صديقك
- La wadaag asxaabtaada
- Chia sẻ với bạn bè của bạn

My Buddy

1. Choose a Buddy

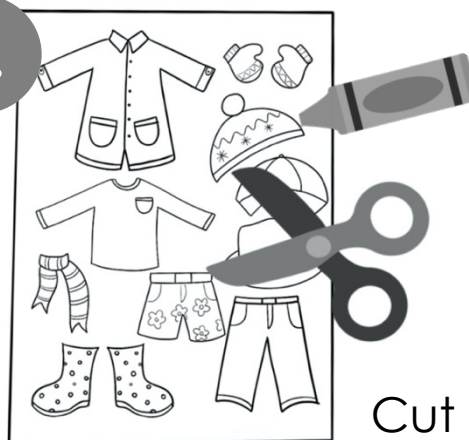


2.



Cut out and color your Buddy and give it a name!

3.

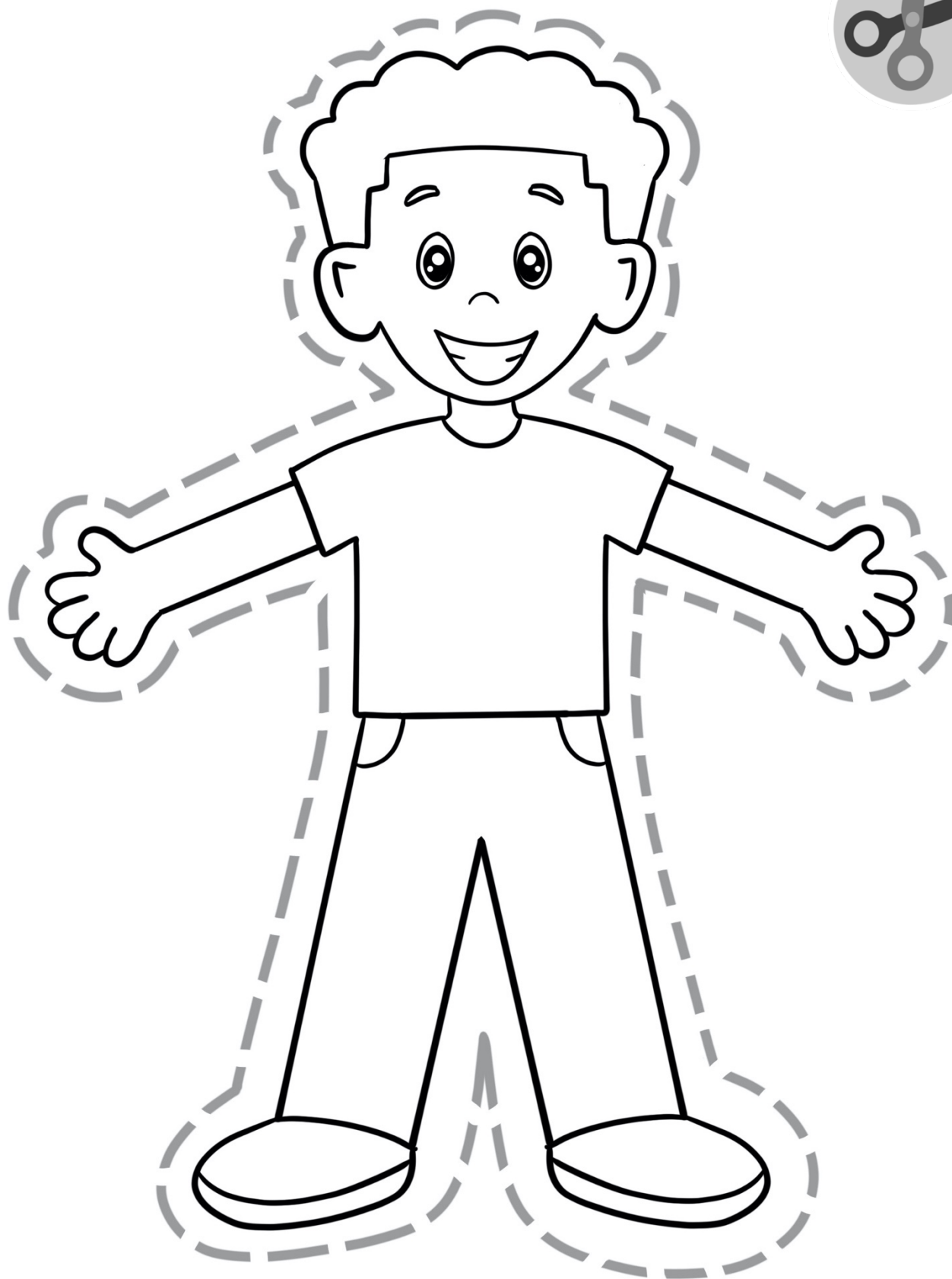


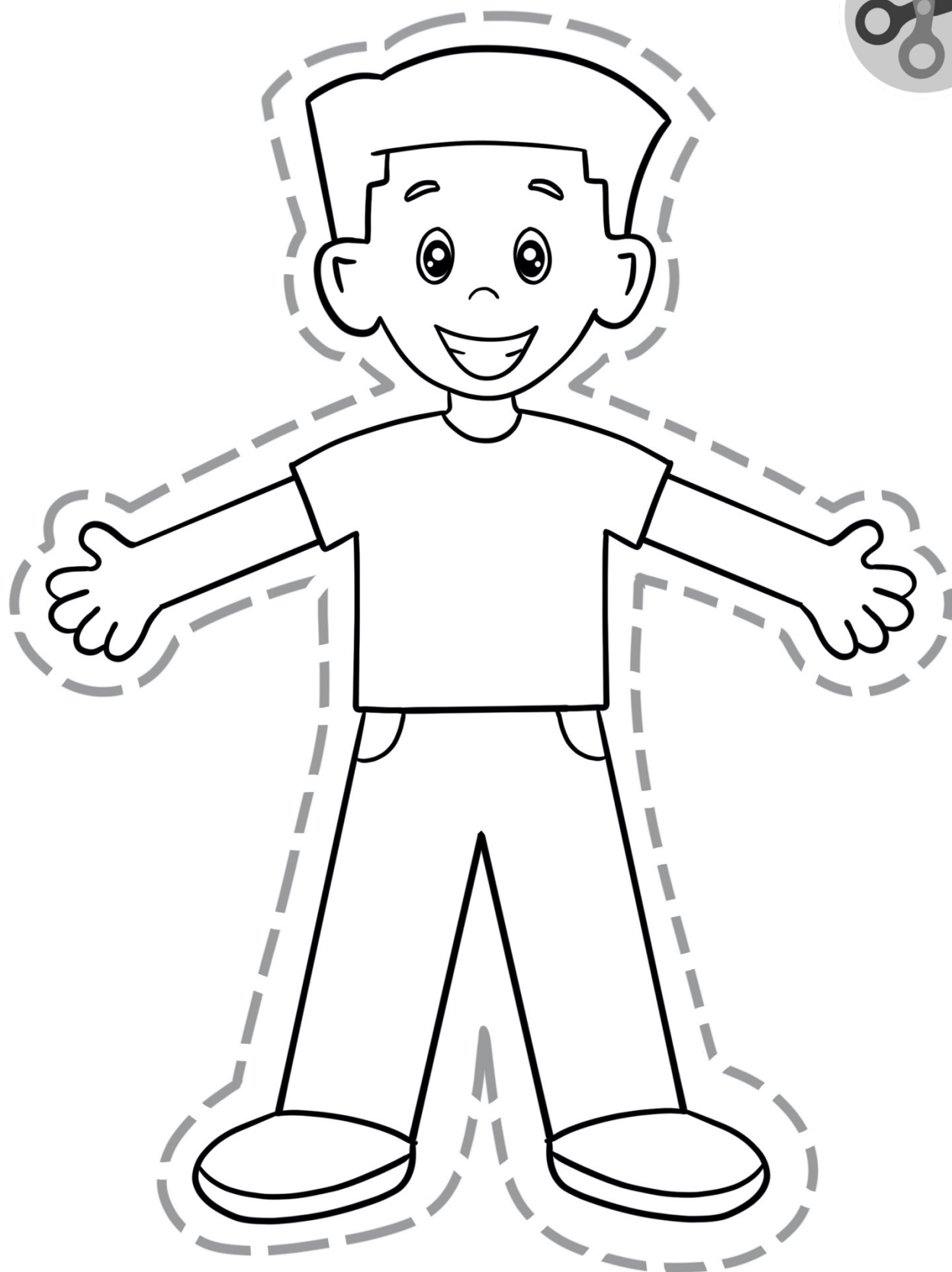
Cut out and color the accessories

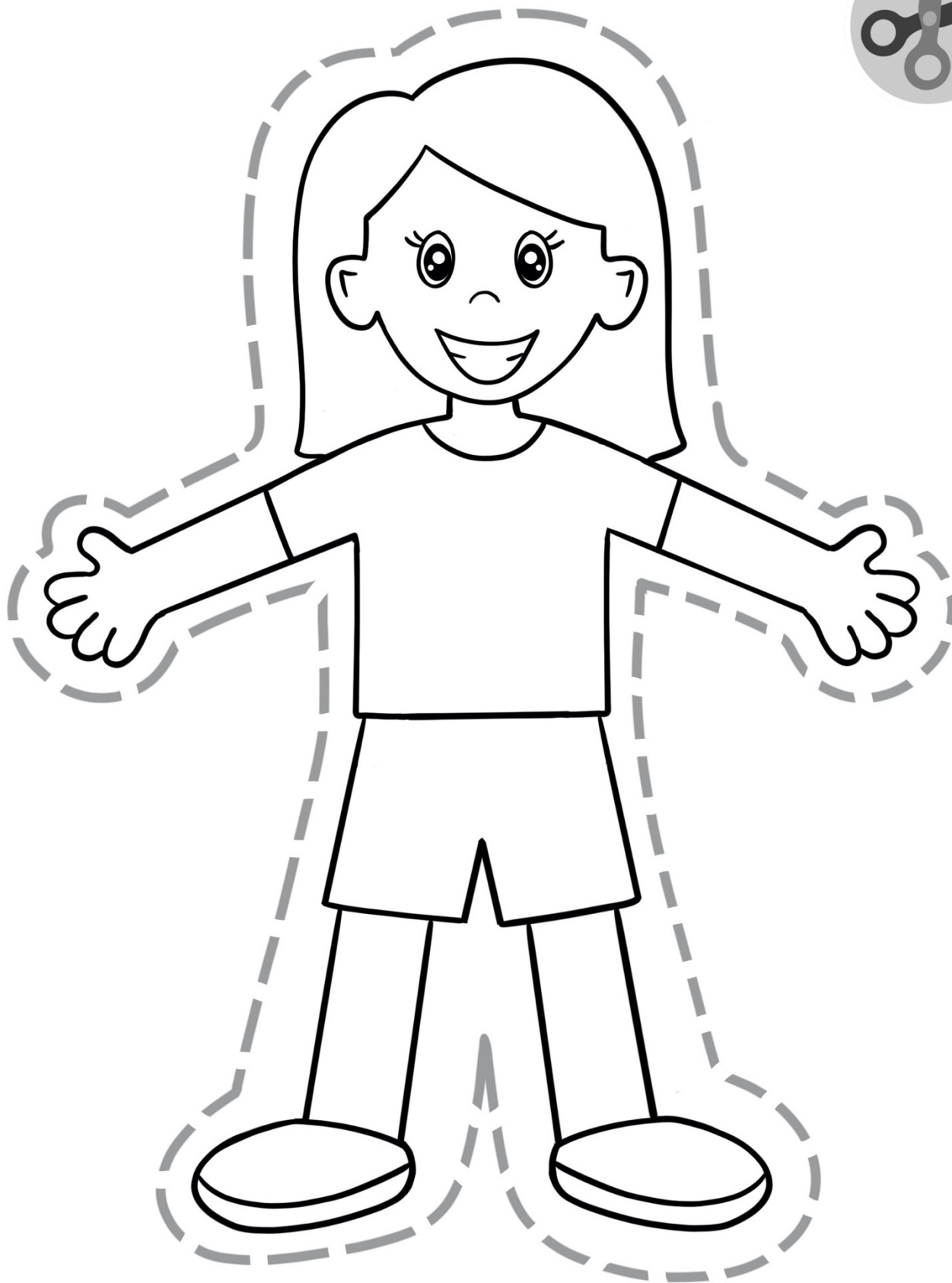
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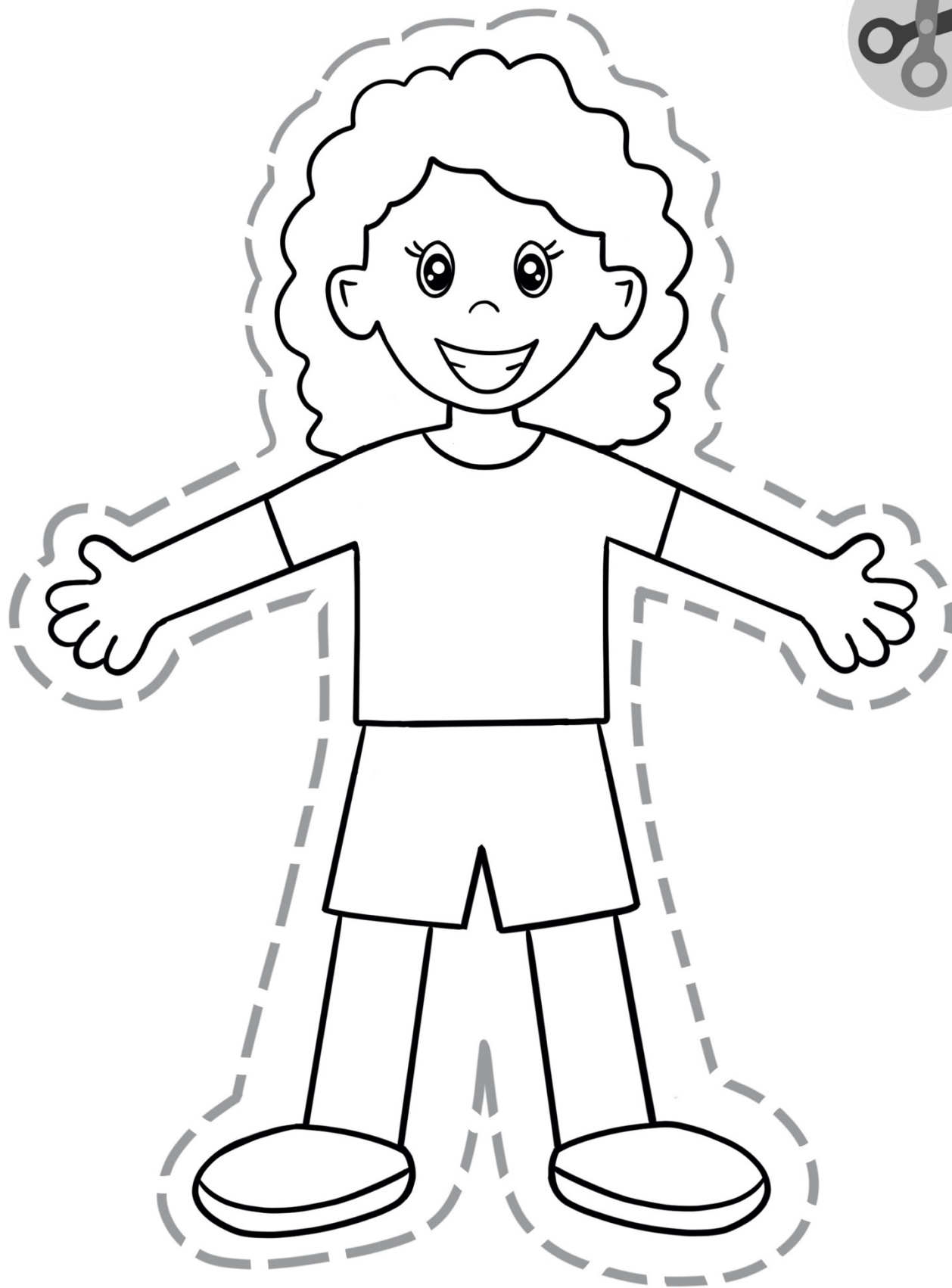


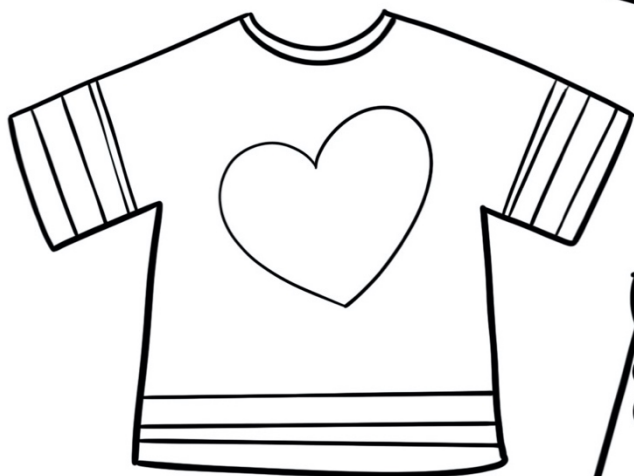
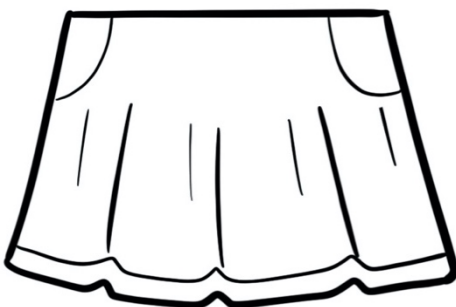
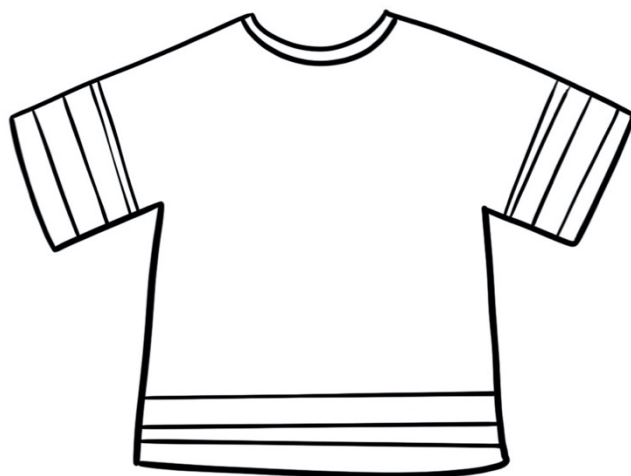
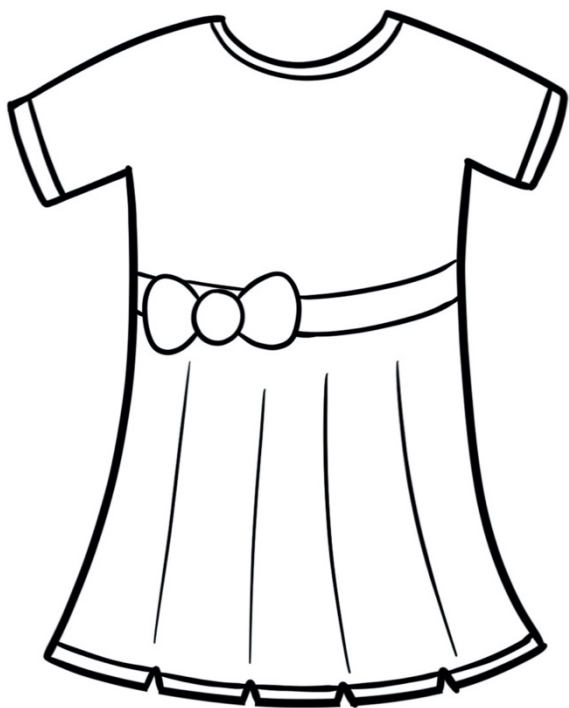
Have fun with your Buddy!
Dress them up, play with them, and even talk with them!

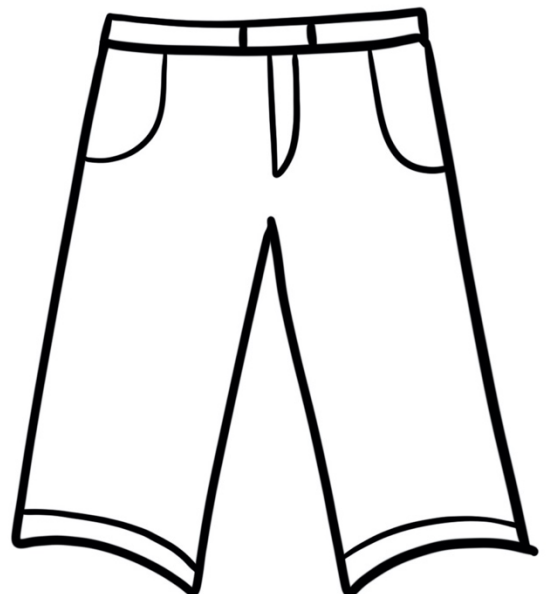
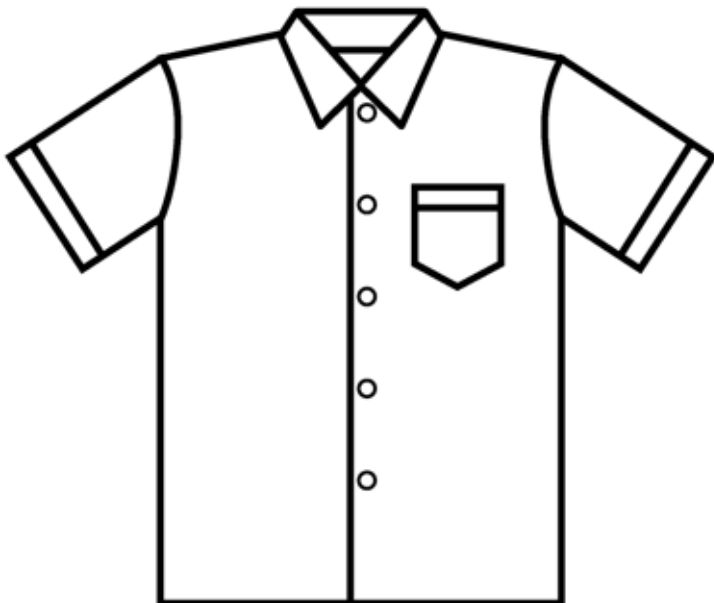
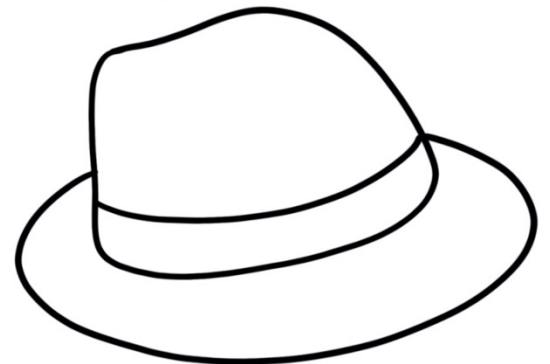
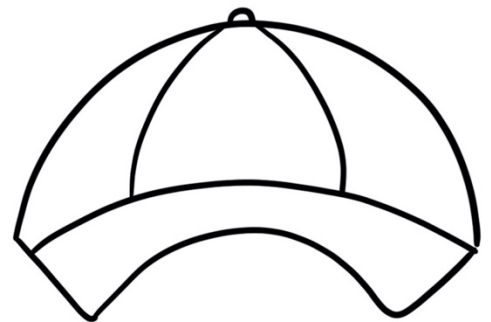
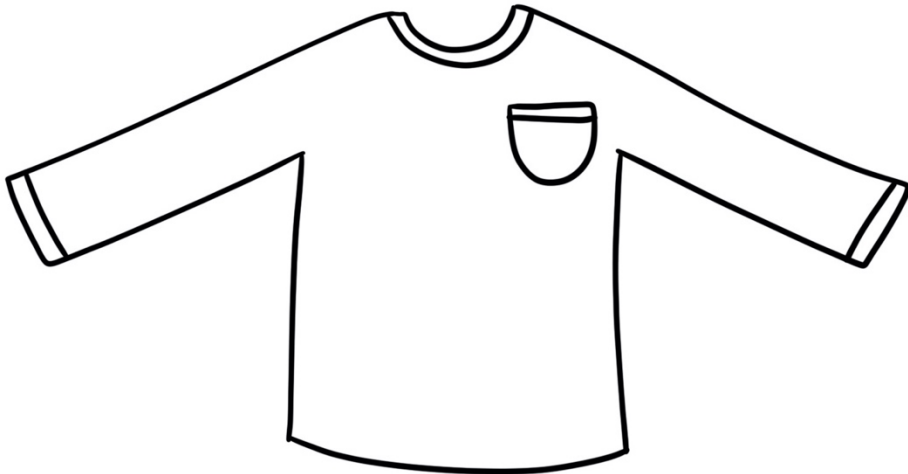
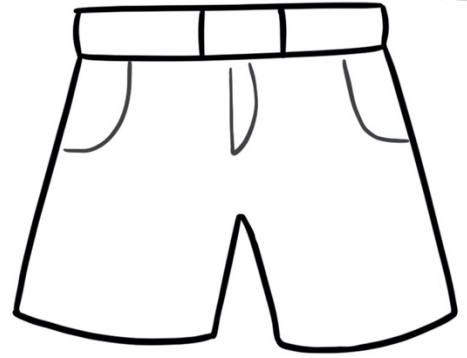




















Dictionary

Look at the pictures. Trace the words. Read the meaning to your talking buddy.

Picture	Trace	Meaning
	career	A job someone does.
	effort	How hard a person works at a job or task
	training	What you have to do in order to complete a job. Some jobs require special training or schooling.
	challenges	When something is hard or difficult
	community	The people that live in the same area you do.
	equipment	The tools you need to complete a job

Dictionary

Look at the pictures. Trace the words. Read the meaning to your talking buddy. Can you write any of these words in another language?

Picture	Trace	Home Language(s)
	career	
	effort	
	training	
	challenges	
	community	
	equipment	

Vocabulary Sentences

Complete the sentences with the correct vocabulary words. At the end choose 2 words to write your own sentence.

Word Bank



career



effort



community



training



challenges



equipment

Complete the Sentences

1. The doctor had to give their best _____ and worked hard to become the best doctor they could.
2. We live in a _____, or town that is full of lots of different people that all work together to create a safe place.
3. No matter what you want be when you grow up you have to have _____ to learn what about what you are going to do.
4. A dentist needs special _____ to complete their job.
5. Every career has _____, or difficult parts.
6. The job you want is also called a _____.



Write Your Sentence

Choose two vocabulary words from the word bank and write your own sentence using that word.



career



training

Word Bank



effort



community



challenges



equipment

1. _____

2. _____



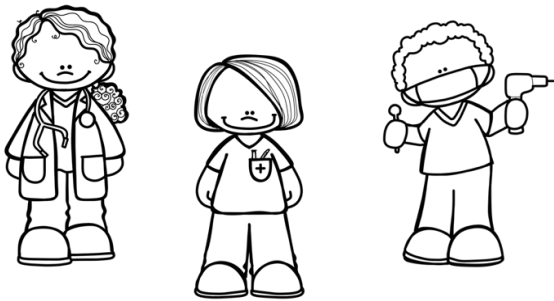


Reading

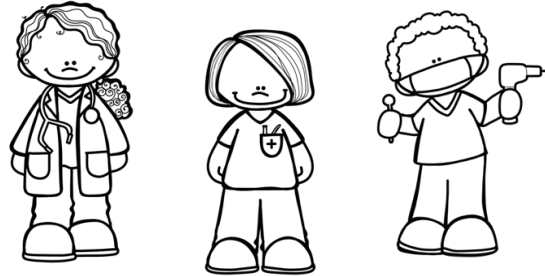
All About Healthcare Workers

Put the mini book together and then read about all the different types of healthcare workers.

All About Healthcare Workers



Healthcare Workers

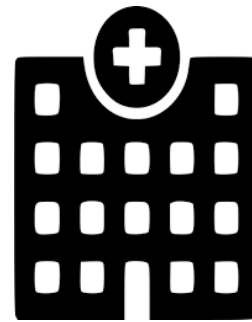


Healthcare workers are people who chose a career in health care. They help people live a healthy life. Healthcare workers include doctors, nurses, and dentists.

Doctor



A doctor is a person that helps us when we are hurt or sick so that we can feel better. They also help people so they don't get sick. They work at the hospital or clinic.



A doctor goes to school for many years to learn how to be a doctor. They learn in a classroom and then they learn at a hospital with other doctors. This is called residency. This **training** could take up to 7 years.

Doctors use a lot of **equipment** or tools when treating their patients. They use a stethoscope to listen to someone's heart. They use a special light to check their patient's ears and eyes. Sometimes they will use other machines to check for other problems.

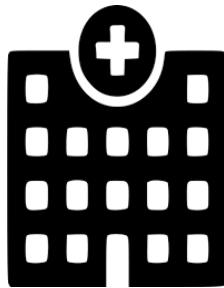


This is a stethoscope.

Nurse

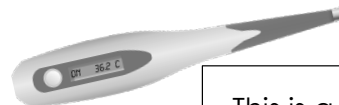


Nurses take care of people when they are sick. They gather information about patients to tell the doctor. They want to help the doctor make sure the patient is healthy and happy.



Nurses have to go through special **training** to learn how to be a nurse. They go to nursing school. There they learn how to do their job and how to support the doctors in the hospital.

The nurse needs a lot of **equipment** to do their job. They use a blood pressure cuff to check their patient's blood pressure. They also use a thermometer to check their temperature.



This is a thermometer.

Dentist

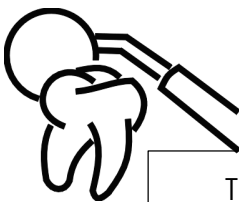


A dentist is a healthcare worker that keeps people's teeth healthy. People go to the dentist for checkups on their teeth or to fix a problem with a tooth.



A dentist goes to college to learn how to do their job. They are trained on how to fix cavities, understand how to keep the mouths clean, and perform surgery on their patient's teeth.

A Dentist uses a lot of **equipment** to make sure their patient's teeth are healthy. They use mirrors to look at the teeth, and they use a pick to check the teeth and gums. They take x-rays of their patient's teeth to make sure there are no cavities.



This is the mirror dentists use to look at a patient's teeth.

Write 3 things you learned about healthcare workers.

1. _____

2. _____

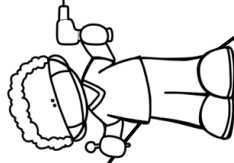
3. _____

Doctor and Dentist

Using the information from the Healthcare Book you read, fill out the Venn-Diagram to compare a doctor and dentist.



Doctor



Dentist

All About A Teacher

Read the facts about a teacher. Then answer the questions about being a teacher.

Training:

A teacher receives **training** at college. They go to college for at least four years to learn about being a teacher. They learn how to help students learn reading, writing, math, science, and many other subjects. Teachers get to practice their teaching skills with experienced teachers in the classroom before they get their own classroom of students. This practice is called student teaching and is a very important part of their training.

Tools:

A teacher needs many tools, or **equipment**, to complete their job. They need books, computers, pencils, paper, and of course students.

What they do:

Teachers teach students how to read, write and complete math problems. They also help students learn what it means to be respectful and responsible. Some **challenges** they may have is when a student doesn't learn what they need to right away. When this happens, they work hard with that student to help them learn.

Teachers are an important part of the community. Teachers often say they have a rewarding career because they get to see their students learn new things and have fun learning.



1. Underline the three headings in the information above.
2. How long do teachers go to college to learn how to be a teacher? _____
3. List the tools that a teacher needs to do their job.

4. What is a tool that your teacher uses that is not listed above? _____
5. Would you want to be a teacher? _____
Why/Why Not?

Meet the Assistant Principal

Read the biography about the assistant principal. Then answer questions about what you read.

Being an assistant principal is a job for someone who is passionate about students and supporting teachers. Theresa Haack is that person. She is an assistant principal at an elementary school in Nebraska. When asked about why she chose the career she said that she was passionate about educating students and doing her part in the school to help students get the best education.

The assistant principal does many things in the school. One thing she does is research to help teachers know the best way to teach every student. Theresa looks up new teaching strategies and learns about new curriculum then she can share that information with teachers.

She also helps students who are struggling with different tasks throughout the day. Theresa gets to help students who may need extra support in reading or math. When working with students she gets to see them make growth and enjoys building relationships with them. One of her favorite parts is to help the families of students get the resources they need outside of the school. She tries to help every family to make sure they are able to have the things they need at home to be safe and healthy.

She has to give her best **effort** every day so that she can be successful at her job. Theresa said that she wants people to remember that a school is not the test scores a student gets but it is the **community** of teachers and students in the building. The most important part of her job is to build community with everyone in the school.

Her advice for a person that would want to be an assistant principal is keep going even if there is a roadblock or **challenge** in your way. If you are passionate about kids and adults this might be the **career** for you!



Theresa Haack the Assistant Principal at an elementary school in Nebraska.

Meet the Assistant Principal

Now that you have read about being an assistant principal you can answer some questions about the text.

1. Highlight or underline the text evidence that tells you what was Mrs. Haack's favorite part of her job.

2. Circle the caption in the text.

3. Why does she have to give her best effort every day?

4. Do you think that she likes her job? Why or Why not?

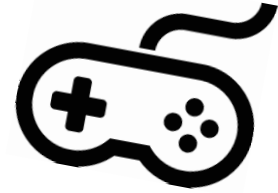
5. Would you want to be an assistant principal? Why or Why not?

Read the Interview

Read the interview with an artist. Then write three questions you would like to ask this artist to continue learning about his career.

What is your name?

Jamus Thayn



What do you do?

I am a Senior Artist for a game studio called Panic Button Games. I create digital, 3d, and UI artwork for video games.

Why did you choose this career?

I had always wanted to be an artist and originally planned on going into comics. Along the way I had friends who worked in game studios and after seeing their jobs I changed my goals. I like the idea of bringing joy and fun to other people.

What tools or materials do you use to do your job?

This is a bit technical and there are a lot. I use Photoshop, Zbrush, 3dsMax, Maya, Unreal, After Effects, Adobe Illustrator, 3Dcoat... and several other programs depending on the situation and need.

What was your favorite part of this career?

My favorite part? That's hard to pick just one. I'm going to cheat and pick two... First the people. The people I work with are mostly wonderful individuals who are supportive and intelligent and work hard to help everyone succeed. Games are team projects and having a great team is a great feeling. The second... the feeling when you launch a game. It takes years to build a title.. and once it's released you get to share all that hard work and see the happiness and joy it brings. It's a great feeling.

What was your least favorite part of this career?

My least favorite part is the business aspect. Sometimes profits aren't big enough for the publishers, so even successful game studios can close or experience harsh layoffs.

What advice would you give a young person that wants to pursue this career?

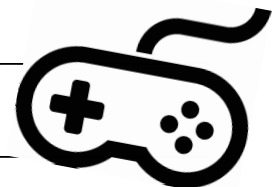
Be sure you understand it before you commit. Making games isn't playing games. It takes many talented people to create the final product you experience. Learn what your specialization will be and work to be the best you can at it, because there are thousands of people who compete with you for a very small amount of jobs. Odds are you will never make your own game based on your ideas, to do that you need to master several disciplines such as engineering, art, and animation. Although most people don't know much about the industry, it is still a job, and can be very difficult, but if you work hard and are passionate about your training... it can be a really wonderful career.

Write questions you would like to ask to learn more about this career.

1. _____

2. _____

3. _____





Writing/ Grammar

The Verbs of Careers

Cut the verbs out on the second page then sort them with the career that does that action.

A **verb** is an **action word**, or a **doing word**.

Examples of **verbs**:

Run

Walk

Dance

Jump



Mail Carrier



Teacher















Doctor



Farmer

The Verbs of Careers

Cut the verbs out then sort them with the career that does that action.

Plants 	Teaches 	Carries Letters 	Heals People 
Reads Books 	Feeds Animals 	Delivers Letters 	Performs Surgery 
Grows Food 	Encourages Students 	Mails Packages 	Helps Patients 

Find the Verbs

In each sentence circle the verbs. Then create your own sentences using some of the verbs you circled.

A **verb** is an **action word**, or a **doing word**.

Examples of **verbs**:

Run

Walk

Dance

Jump

1. The teacher reads the book about space to the students.
2. Farmer John plants different types of vegetables to take to the store.
3. The doctor puts a bandage on the patient's cut so it can heal.
4. The hairdresser cuts the hair really short.
5. The teacher teaches the students when they are ready to learn in at their desks.
6. The artist paints a beautiful portrait of the family.
7. The dentist cleans Gina's teeth and gives her a new toothbrush.
8. A nurse takes my temperature to make sure I don't have a fever.
9. The mail carrier happily delivers the packages to the houses in the community.
10. When it is time to check out at the grocery store the cashier tells the family how much they need to pay.



Write the verbs in a sentence

Use the verbs that were circled in the sentences to create 4 of your own sentences.

1. Verb: _____

Sentence:

2. Verb: _____

Sentence:

3. Verb: _____

Sentence:

4. Verb: _____

Sentence:



Create an Interview

You are going to interview someone in your house or a friend about their career. They can do ANYTHING. Ask them the questions below and then write down what they say.

Example

What is your name? Joe Haack

What do you do? I work with our sales team to find out how to make our internal sales tools more efficient, identify gaps in training across the organization, etc.

Why did you choose this career? I kind of stumbled into it after college and have worked in a variety of roles within the company since.

What tools or materials do you use to do your job? Primarily email, webex meeting rooms, salesforce and then a variety of programs specifically designed for our company.

What was your favorite part of this career? Generally, I like the people in the organization and it provides good stability and benefits plus a fair amount of flexibility if I need to do something for my personal life.

What was your least favorite part of this career? It's not particularly fulfilling in terms of helping people from a larger societal sense. It's not a passion of mine.

What advice would you give a young person that wants to pursue this career? If it's something you feel strongly about, it's a great career. There are positives and negatives to working for a large company. Positives include good potential for growth into other positions, the ability to move to another part of the country if that's something appealing to you. However, it does feel a little harder to make meaningful change, especially in a quick way because there are so many layers and employees.



Create an Interview

Now that you have read an example it is your turn to interview someone.

What is your name?

What do you do?

Why did you choose this career?

What tools or materials do you use to do your job?

What was your favorite part of this career?

What was your least favorite part of this career?

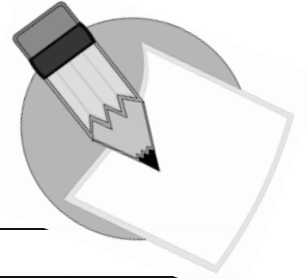
What advice would you give a young person that wants to pursue this career?

Career Report

Choose any of the careers you have read about in this packet and fill out the report below. Then read your report to your talking buddy.

Career: _____

What do these people do?



What equipment do they need do their job?

How would do they learn how to do their job?

3 Interesting facts about this career:

Why did you choose to research this career?

When I grow up....

Write about what you want to be when you grow up. Start by answering the questions about what you want to be. Then write a short essay about what you want to be. After that draw a picture of yourself as doing that job.

1. What do you want to be when you grow up?

2. What sounds fun about that?

3. What sounds challenging about that?


4. What will you have to learn to do that?

5. What will you need to do this job?



When I grow up....

Write about what you want to be when you grow up. Start by answering the questions about what you want to be. Then write a short essay about what you want to be. After that draw a picture of yourself as doing that job.

A group of seven diverse professionals standing in a row. From left to right: a man in a construction vest holding a camera, a woman in a lab coat waving, a man in a pilot's uniform, a man in a construction hard hat and vest holding a wrench, a man in a business suit holding a briefcase, a woman in a business suit holding a folder, and a man in a construction vest holding a rolled-up blueprint.

When I grow up....

Write about what you want to be when you grow up. Start by answering the questions about what you want to be. Then write a short essay about what you want to be. After that draw a picture of yourself as doing that job.

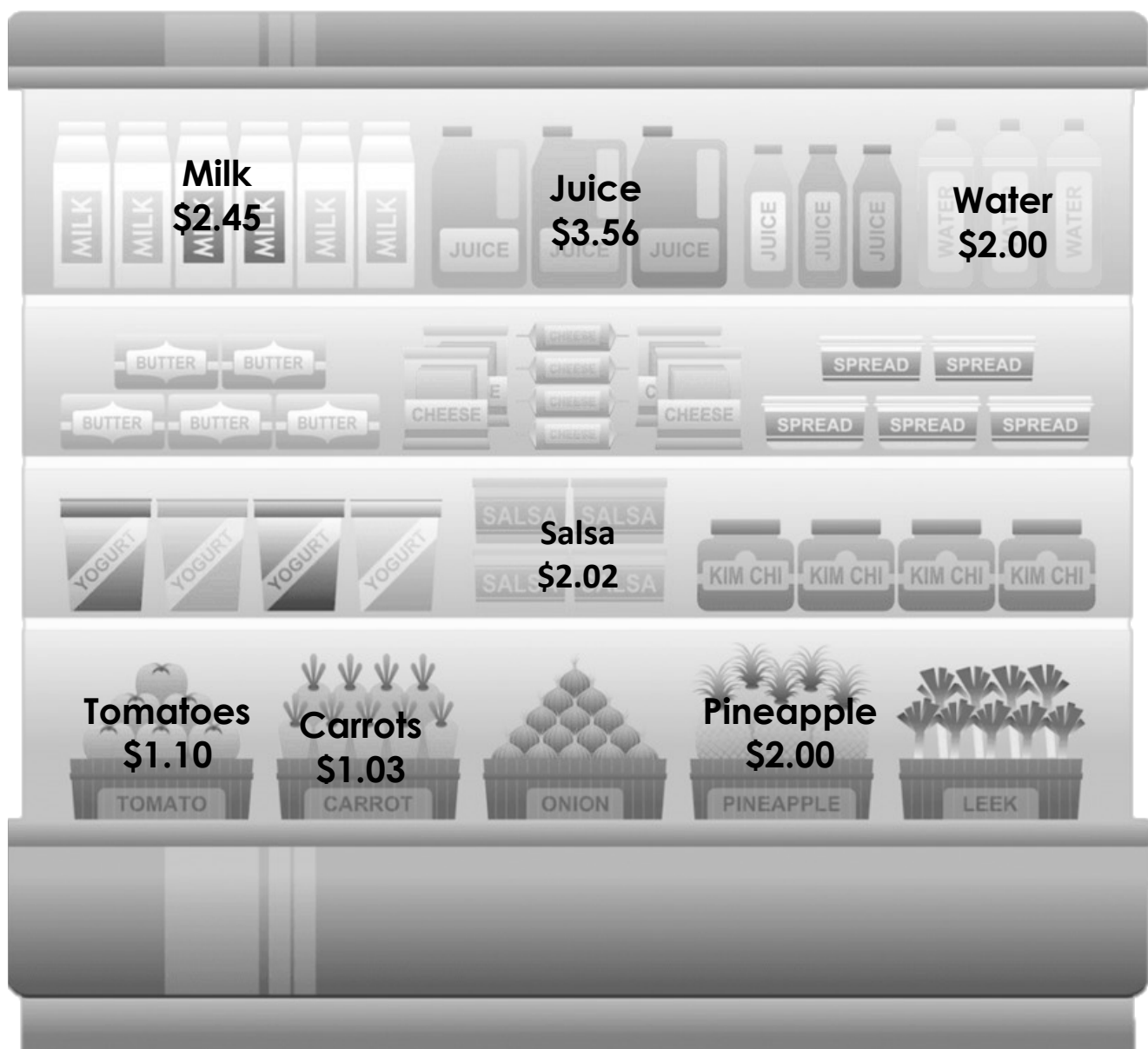
Draw yourself doing the job you picked:



Math

How Much Money Do You Need?

Solve the word problems using the prices for different items from the picture.



How Much Money Do You Need?

Solve the word problems using the prices for different items from the picture.

Example:

The boy wanted to buy 4 tomatoes and 3 bottles of water. How much does he need to make his purchase? (Show Your Work)

$$\$1.10 + \$1.10 + \$1.10 + \$1.10 + \$2 + \$2 + \$2 =$$

$\$10.40$

1. The family was shopping in the grocery store. They went to the cashier to check out. The cashier scanned all their items. They bought 3 tomatoes, 5 carrots, 2 cartons of milk, 1 jar of salsa, and 1 pineapple. How much money did the cashier ask for? (Show Your Work)



2. The girl worked hard for her paycheck and she decided to go buy some snacks from the store. She had \$15.00 after working her job. She wanted to buy 2 bottles of water, 3 carrots, and a pineapple. Does she have enough from her paycheck to buy the snacks she wants? (Show Your Work)



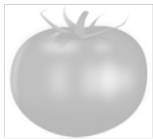
How Much Money Do You Need?

Solve the word problems using the prices for different items from the picture.

3. After buying their groceries the two friends had \$6.00 dollars left and decided they wanted to get a snack. They went back to buy 1 jar of salsa and 2 bottles of water. Do they have enough to buy what they want? (Show Your Work)



4. Betty went to the store to buy some food for her lunch. She bought 3 tomatoes, 1 bottle of juice, 4 carrots, 2 bottles of water, and 1 pineapple. How much money will she give the cashier when she pays for her groceries? (Show Your Work)



5. Write your own word problem and solve it.



Crack the Code

Solve each math problem. Fill in the lines at the bottom with the letters that match the answer to crack the code.

1. $3 \times 4 = \underline{\hspace{1cm}}$ j 2. $4 \times 4 = \underline{\hspace{1cm}}$ h 3. $4 \times 2 = \underline{\hspace{1cm}}$ c

4. $4 \times 5 = \underline{20}$ i 5. $2 \times 3 = \underline{\hspace{1cm}}$ s 6. $9 \times 2 = \underline{\hspace{1cm}}$ d

7. $7 \times 3 = \underline{\hspace{1cm}}$ m 8. $3 \times 9 = \underline{\hspace{1cm}}$ n 9. $5 \times 9 = \underline{\hspace{1cm}}$ a

10. $3 \times 5 = \underline{\hspace{1cm}}$ r 11. $2 \times 5 = \underline{\hspace{1cm}}$ u 12. $2 \times 2 = \underline{\hspace{1cm}}$ t

13. $4 \times 7 = \underline{\hspace{1cm}}$ l 14. $2 \times 7 = \underline{\hspace{1cm}}$ e

To do my job I need a truck, bag or box, letters, and uniform. Who am I?

<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
21	45	i	20	28	8	45	15	15	20	14	15



Addition or Subtraction Word Problems

Solve the word problems below. First you are going to have to decide if you need to add or subtract or both to solve the problems. Remember to show your work.

Example:

The Mail Carrier had 55 packages in his mail truck. He delivered 14 packages after three stops. How many packages does he have left to deliver?

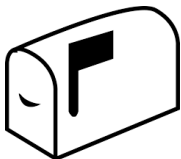
$$\begin{array}{r} 55 \\ - 14 \\ \hline 41 \end{array}$$

41 Packages

1. The mail carrier is delivering the letters in the community. He delivered 14 letters to John's house, 15 to June's house, 3 to Ahmed's house, and 13 to Sam's house. How many letters did he deliver in all? (Show your work)



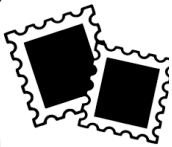
2. The mail carriers sorted the packages for the different communities in the area. There was a total of 93 packages to sort. The Lincoln community had 24 packages. Aurora had 55 packages. The rest of the packages went to Hampton. How many packages did Hampton get? (Show your work)



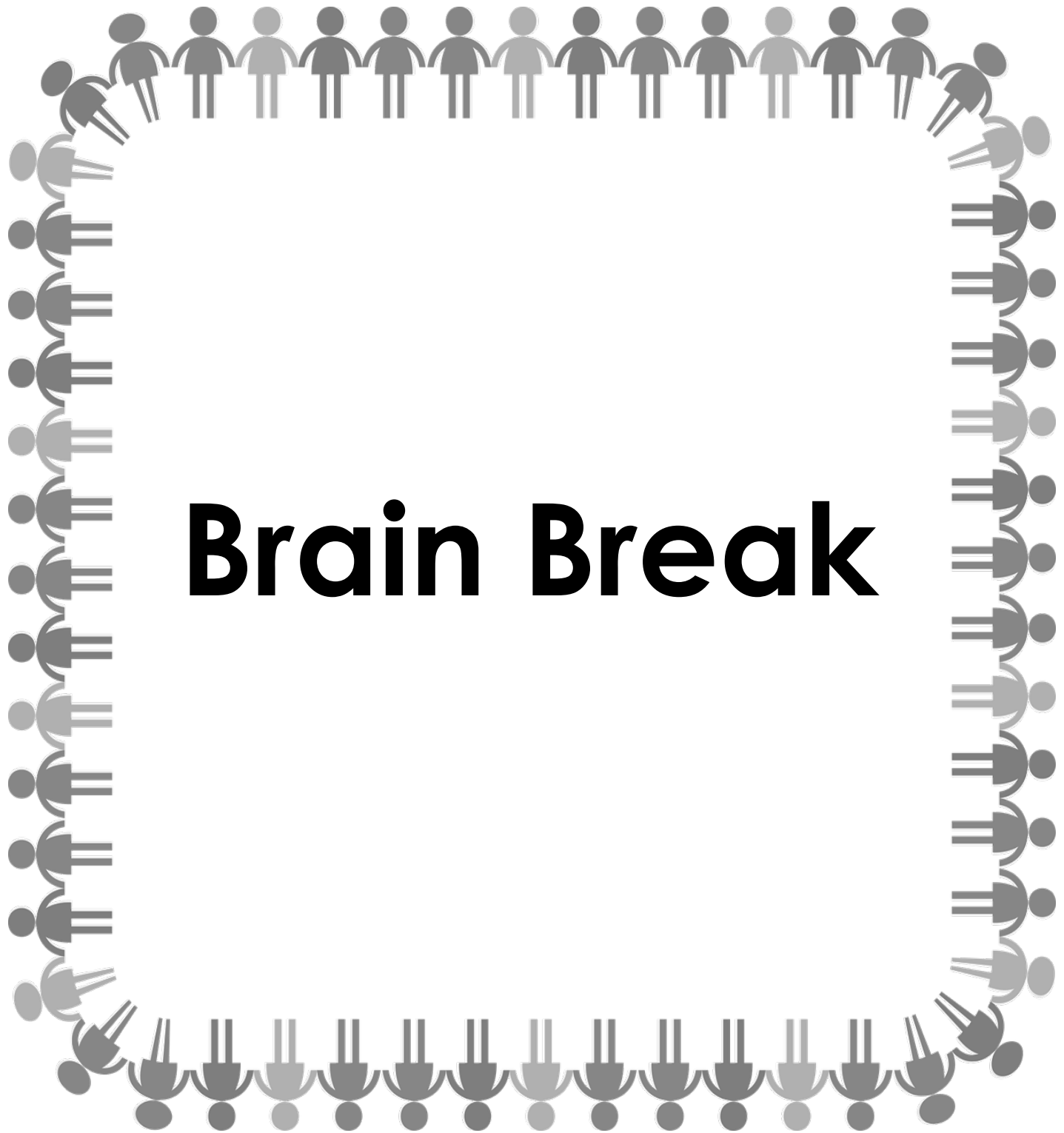
3. The community had 99 houses that the mail carrier needed to deliver mail to. She delivered letters and packages to 25 houses. How many more houses does she have to deliver to before she is finished? (Show your work)



4. The Robert's Family was mailing letters to their friends and family. They had 24 letters to mail. They also had 3 packages to send to their family. They went to the post office to get stamps for their letters and packages. They had 9 stamps at home. How many more stamps did they need for the letters and packages? (Show your work)



Write your own word problem and solve it.



Brain Break

Career Charades

Cut out the cards with the different careers on them. Have a friend guess the career or act them out for your talking buddy to show them what you learned.



Farmer



Teacher



Nurse



Doctor



Dentist



Mail Carrier



Chef



Firefighter



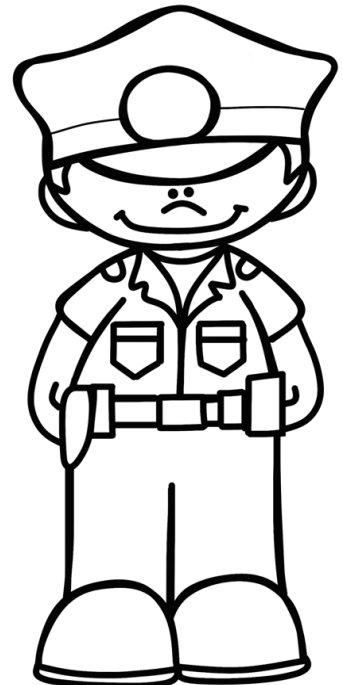
Hairdresser



Businessman

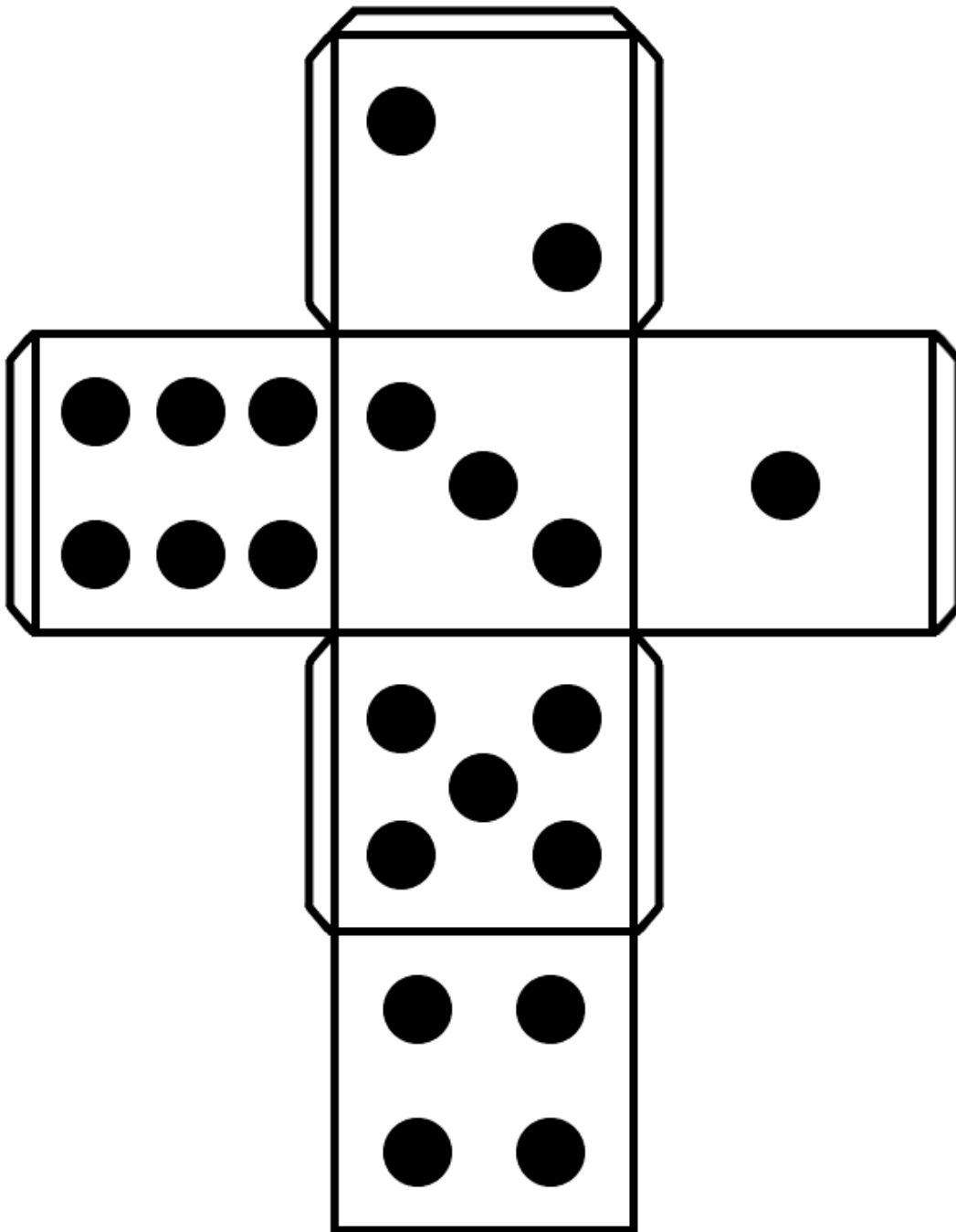


Businesswoman



Police Officer












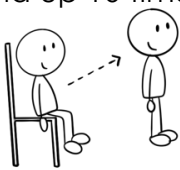
Cut this out to make a dice.
Use this dice for your "Let's Move Brain Breaks" each day.





Let's Move!

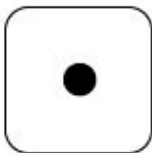


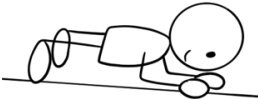








Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 1
	10 Jumping jacks 
	Touch your toes 20 times 
	10 sit-ups 
	Make 20 arm circles 
	Run in place for 1 minute 
	Sit down and stand up 10 times 



Let's Move!

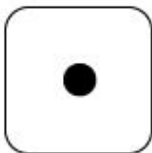


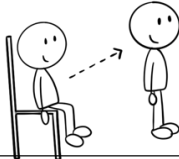







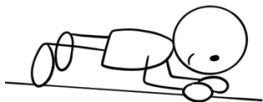
Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 2
	1-minute wall-sit 
	1-minute plank 
	Make 30 arm circles 
	Run in place for 1 minute 
	20 Jumping jacks 
	Touch your toes 20 times 



Let's Move!


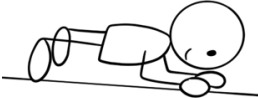









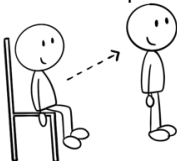
Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 3
	10 Sit-ups 
	Sit down and stand up 10 times 
	Run in place for 1 minute 
	Touch your toes 20 times 
	Touch your toes 20 times 
	1-minute plank 



Let's Move!






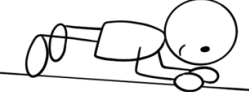






Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 4
	1-minute plank 
	10 sit-ups 
	1-minute wall-sit 
	Make 30 arm circles 
	Touch your toes 10 times 
	Sit down and stand up 10 times 



Let's Move!

Roll a Brain Break: Roll the dice 10 times and do each movement.

	Day 5
	Make 40 arm circles 
	Touch your toes 20 times 
	1-minute plank 
	10 sit-ups 
	Run in place for 1 minute 
	1-minute wall-sit 

[illegible]

UNIVERSITY OF
Nebraska
Lincoln®



My Packet Journal

Draw a picture about what you learned in this packet:

Write about what you learned in this packet:

ICMEE is housed within:



Reference Sheet

LENGTH

Metric

1 kilometer = 1000 meters
 1 meter = 100 centimeters
 1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards
 1 mile = 5280 feet
 1 yard = 3 feet
 1 foot = 12 inches

CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts
 1 gallon = 128 ounces
 1 quart = 2 pints
 1 pint = 2 cups
 1 cup = 8 ounces

MASS AND WEIGHT

Metric

1 kilogram = 1000 grams
 1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds
 1 pound = 16 ounces

TIME

1 year = 365 days
 1 year = 12 months
 1 year = 52 weeks
 1 week = 7 days
 1 day = 24 hours
 1 hour = 60 minutes
 1 minute = 60 seconds



ICMEE is housed within:

